



## State of Nevada – Department Of Personnel

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### CLASS SPECIFICATION

<u>TITLE</u>	<u>GRADE</u>	<u>EEO-4</u>	<u>CODE</u>
<b>ACADEMIC TEACHER</b>	<b>35</b>	<b>B</b>	<b>5.106</b>
<b>OPTIONS:</b>			
<b>A) YOUTH SERVICES</b>			
<b>B) LAKE'S CROSSING</b>			
<b>C) LITERACY SPECIALIST</b>			

#### DEFINITION OF THE CLASS:

Under general supervision, counsels, evaluates and instructs adjudicated delinquent juveniles who are assigned to a youth training facility or mentally disordered offenders assigned to a maximum security mental health program, develops curriculum and individualized educational programs, monitors students'/clients' progress, participates in behavior modification programs and the treatment team process, develops and presents in-service training for staff members, and performs related work as required.

#### EXAMPLES OF WORK:

(The following is used as a partial description and is not restrictive as to duties required.)

#### Youth Services

Administers, scores, and analyzes various standardized academic and psychological tests such as the Wide Range Intelligence Personality Test, Wide Range Aptitude Test, California Achievement Test and Tennessee Self Concept Scale. This process includes monitoring the student's behavior during tests, scoring the tests, analyzing the results, and interviewing the students in order to determine behavioral patterns, interests, and academic abilities. Incumbents may also administer proficiency tests and G.E.D. examinations.

Test results provide information which aids in the development of an individualized educational program for students and serves as a measure of educational progress.

Counsels students and prepares initial class schedule recommendations on the basis of academic and psychological test results, academic records and transcripts, student's educational and career goals, and the availability of academic and vocational programs at the facility in order to assist students to achieve their educational, vocational, social and personal goals.

Develops curriculum for each subject by researching and selecting appropriate texts and instructional materials, determining which topics to include and to what extent they will be covered, revising and/or designing instructional materials, developing assignments and tests, researching, developing and implementing new teaching methods, and periodically evaluating the effectiveness of the instructional materials and methods in order to provide a quality education to students which complies with state educational requirements and accreditation standards.

Designs an individual educational program for each student that incorporates their diversified needs and learning styles by securing and assessing all relative information, including test results and academic records; determining proper placement within the class based on current grade level and learning style, ascertaining and prioritizing the skill areas to be included in the program, developing assignments and selecting appropriate instructional materials to help students perform to their potential during their transitory stay at the facility.

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EXAMPLES OF WORK: (cont.)

Instructs students in order to increase their knowledge of the subject matter while developing their thinking, reasoning, and communication skills and study habits. Teaching methods include lectures, small group work, class discussions and individualized assignments. Students' comprehension of the material and progress in the educational program is evaluated by reviewing and grading the student's assignments and tests and observing classroom participation. Classes are often comprised of students functioning at various grade levels and teaching methods and/or expectations of students are adjusted accordingly.

Account for students and ensure they remain in custody by observing students during school functions and class changes, checking daily attendance and immediately reporting any deviations from the regular control roster; monitors students' behavior during class, including verbal and nonverbal communication, to ensure students comply with classroom behavior and safety policies and to detect volatile situations before they evolve into an altercation.

Seeks to modify student's inappropriate behavior by providing counseling, discipline, and positive reinforcement. This includes communicating to students what is academically and behaviorally expected in the classroom and at the facility; acknowledging student problems and conflicts and suggesting alternate methods of resolution; serving as a role model; consulting with home life staff; awarding points for positive educational and behavioral accomplishments; issuing commendations; verbally reprimanding students; completing observation reports, documentations, and incident reports in order to call serious behavior problems to the attention of the principal, home life staff, and treatment team members.

Creates and maintains student records in order to ensure an accurate record of each student's academic and behavioral progress. This is accomplished by: recording attendance; grading assignments and tests and averaging and posting the grades; certifying transcript grades by averaging grades at six week intervals and notifying the principal of the credit hours and grade each student has earned; evaluating student's work and classroom behavior, assigning appropriate points and reporting point totals to home life staff, and completing treatment team reports in support of the behavior modification program. Incumbents may also report and discuss progress of homeroom students during monthly treatment team meetings.

Lake's Crossing

Administers and scores standardized academic tests such as the Wide Range Achievement Test, compares results with norm tables, and interviews clients in order to ascertain the client's academic functioning level, educational deficiencies, and interests. Using information gathered, prepares an educational summary for each client to aid in the development of treatment plans. Incumbent may also administer G.E.D. pretests to assist in planning an educational program for clients pursuing a G.E.D.

As requested by treatment team leaders, develops and implements individual education programs for clients in adult basic education skills including reading, writing and mathematics. Develops curriculum by locating and selecting and/or developing instructional materials, and developing assignments. Instructs clients by implementing teaching methods which involve establishing short-term goals, providing immediate feedback, and awarding points for use in a token economy system

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EXAMPLES OF WORK: (cont.)

that are commensurate with the client's effort. Plans and conducts group training for clients in the areas of social skills, assertiveness training, legal process, and communication skills including determining and developing course content, encouraging client participation, and evaluating and documenting client progress. Individual education programs and group training sessions are conducted as part of the treatment process.

Participates as a professional member of the treatment team in order to report clients' progress and to provide advice and counsel to treatment team members in the areas of client education, client rights, and advocacy issues.

Coordinates and presents in-service training to paraprofessional and professional staff members by researching training needs and developing and delivering training modules, to assist staff members acquire and remain current in the skills necessary to perform their jobs.

Functions as a client advocate which includes investigating reports of alleged client abuse, preparing and submitting a report of the results of the investigation to the agency administrator and the Office of Protection and Advocacy, and providing staff training to ensure agency compliance with state and federal statutes governing client rights.

Literacy Specialist

Plans and develops education and training programs for Community-Based Organization (CBO) affiliate literacy programs. Conducts training programs held in public libraries and other community centers and urban and rural Nevada. Plans and directs intensive training institutes/workshops for tutors, trainers, and coordinators. Training includes successful training methods and techniques, intake procedures sensitivity training, confidentiality, informal and formal testing and diagnostic instruments, materials appropriate for adult new learners, organization and operation of volunteer tutor programs, and information on accounting and reporting structures necessary for securing funds from NLC and other grant sources. Builds statewide training pool.

Increases access of materials to all participants in affiliate literacy programs. Develops bibliographies and a core reading collection to include materials for adult new learners, family literacy, workplace literacy, journals and magazines, diagnostic and testing instruments, tutor and trainer guides, and written, audio and video materials for promotion of literacy programs.

Provides a full range literacy consulting services to affiliate CBO's. Assesses individual student ability and knowledge upon request of student and tutor coordinator. Counsels student and tutor after assessments with results and recommendations for instruction. Assesses local literacy programs and advises on program development and activities relative to local target populations. Consults with individuals and groups regarding reading and literacy issues upon request.

Monitors programs receiving funds from NLC, State Department of Education, ABE, or having Vista personnel assignments. Provides assistance to programs to meet grant or Vista appointment accounting and documentation requirements. Visits all sites a minimum of four times annually, offering assistance to establish and maintain records.

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EXAMPLES OF WORK: (cont.)

Increases citizen awareness and knowledge of CBO literacy programs and the status of literacy in Nevada. Uses the library network to promote literacy programs. Communicates and network with all literacy and adult education providers and the NLC coordinator. Relays accurate and timely information to the coordinator regularly.

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES REQUIRED: (These may be acquired on the job and/or needed to perform the work assigned.)

General knowledge of state and federal regulations pertaining to the field of education. Working knowledge of academic and psychological tests and testing procedures. Working knowledge of Nevada high school graduation requirements and college entrance requirements. Working knowledge of A.C.T., S.A.T., G.E.D., and Nevada proficiency examination requirements and procedures. General knowledge of agency policies and procedures. General knowledge of federal and state regulations pertaining to client's rights, care and treatment.

Ability to assist in the development, evaluation and revision of treatment plans as related to being a member of the treatment team. Ability to research training materials and develop training modules to meet various in-service training needs. Ability to administer, score, and analyze nationally standardized academic and psychological tests. Ability to analyze needs, determined by testing scores, educational records, and consultation with students/clients to determine instructional materials and teaching methods that will maximize student's/client's potential. Ability to maintain equanimity in the face of resistance, indifference, or hostility. Ability to establish rapport, listen perceptively, convey awareness and mediate differences to facilitate the educational process and avoid classroom disruptions. Ability to assess student's/client's performance through observation and evaluation of assignments and tests. Ability to observe students during class, at special functions, and during classroom changes in order to ensure they remain in custody. Ability to establish and maintain cooperative working relationships with agency personnel.

ENTRY KNOWLEDGE, SKILLS AND ABILITIES REQUIRED: (Applicants will be screened for possession of these through written, oral, performance or other evaluation procedures.)All Options:

Ability to organize and present educational material in a logical sequential manner. Ability to interact with persons of various social, cultural, economic, and educational backgrounds for the purpose of fostering a stimulating, accepting, learning environment. Ability to write using correct grammar, spelling and punctuation in order to develop instructional materials, write reports, and impart knowledge of the English language to students/clients. Ability to make oral group presentations using appropriate vocabulary and grammar to present educational materials. Ability to develop course curriculum and to adapt the curriculum to the individual needs and abilities of students/clients. Ability to maintain records of attendance, grades, and credits earned by students.

Youth Services and Lake's Crossing:

In addition to the entry level knowledge, skills and abilities listed above, the following are required as entry level.

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ENTRY KNOWLEDGE, SKILLS AND ABILITIES REQUIRED: (cont.)

Working knowledge of academic subject matter for assigned instructional area(s). General knowledge of the concepts and methods of behavior modification therapy and reality therapy. Working knowledge of a variety of teaching methods and techniques.

Literacy Specialist

In addition to the Entry Level Knowledge, Skills and Abilities listed above, the following are required as entry level:

Knowledge of varied tutor and teacher techniques, reading diagnostic and prescriptive instruments and materials. Knowledge of student learner needs, volunteer program management, and standard grant and State Department of Education adult basic education requisites. Knowledge of concepts of literacy programs that include families, the workplace, and prison institutions. Knowledge of student learning styles, learning disabilities, and method of instruction.

Ability to assess needs of communities and apply knowledge of marketing, outreach, volunteer structures and fund raising. Knowledge of grant procedures and ability to understand and apply accounting and documentation requirements for granting institutions. Ability to design publicity, speak publicly, write interesting and informative articles, and use effective communication skills.

EDUCATION AND/OR WORK EXPERIENCE:

Youth Services:

Graduation from an accredited college or university with a Bachelor's degree and completion of the requirements of the Nevada State Board of Education for a teacher's secondary license.

LICENSE: Possession of a valid Nevada teacher's secondary license with an endorsement in the relevant field of teaching is required at the time of appointment.

Lake's Crossing:

I

Graduation from an accredited college or university with a Bachelor's degree in education, psychology, sociology or closely related field and two years of teaching experience in the field of adult education; OR

II

Graduation from an accredited college or university with a Master's degree in education, psychology, sociology or closely related field.

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EDUCATION AND/OR WORK EXPERIENCE: (cont.)Literacy Specialist:

Graduation from an accredited college or university with a Bachelor's degree in education, reading, special education or closely related field and two years of experience conducting literacy training.

This class specification is used for classification, recruitment and examination purposes. It is not to be considered a substitute for work performance standards for positions assigned to this class.

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ESTABLISHED: 1/1/61  
REVISED: 8/15/78-3  
REVISED: 7/1/91P  
7/6/90PC  
REVISED: 10/1/91R  
12/18/91UC